



Specification

Level 3 Award in Oracy

Cambridge OCR Level 3 Award in Oracy | H055
For first teaching in 2026

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1 Specification updates

Key changes have been listed below:

Section	Change	Version and date of issue
	First publication	Version 1.0

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1 Qualification at a glance

1.1 Qualification structure

NEA = Non Examined Assessment	We set the assignment for this qualification. You assess the assignment and we moderate the assessment.
M = Mandatory	There is one mandatory unit in this qualification. Students must complete the unit.
GLH = Guided Learning Hours	The teacher contact time needed to teach the content, plus the assessment time for the unit.

Cambridge OCR Level 3 Award in Oracy

For this qualification, students must complete one mandatory non examined assessment (NEA) unit.

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	Assessment method
F219	Speaking with confidence through discussion and presentation	M/651/8518	30	NEA

2 Why choose Cambridge OCR?

Choose Cambridge OCR and you have the reassurance that you are working with one of the UK's leading examination boards.

We work with teachers, employers and universities to create qualifications that support the needs of all students and help prepare them for their future. We offer A Levels, GCSEs, vocational qualifications and other academic options to schools, colleges, workplaces, and other organisations.

We are part of Cambridge University Press & Assessment, Europe's largest assessment agency and a department of the University of Cambridge. We play a leading role in developing and delivering assessments worldwide, operating in over 150 countries. We listen. The decisions we make when we develop our specifications are based on teacher and student feedback. To tell us more about your experiences of teaching Cambridge OCR, join our teacher panel and help shape the future of our qualifications.

2.1 Our specifications

We provide specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. Our specifications are designed to be straightforward to deliver and accessible for students. The design allows you to tailor the delivery of the course to suit your needs.

2.2 Our support

We provide a range of support services to help you at every stage, from preparation to delivery:

- A wide range of high-quality creative resources.
- Professional development for teachers to meet a range of needs. To join our training (either face-to-face or online) or to search for training materials, go to the Professional Development page on our website.
- Our Subject Advisors, who give information and support to centres. They can help with specification and NEA advice, updates on resources and a range of training opportunities. They use networks to work with subject communities and share ideas and expertise to support teachers.

2.2.1 More help and support

Whether you are new to us or already teaching with us, you can find useful information, help and support on our [website](#). Or get in touch:

support@ocr.org.uk

01223 553998

2.3 People and Planet

We are part of Cambridge University Press & Assessment, which has clear commitments to champion sustainability, diversity, trust and respect for our people and planet.

We are committed to supporting a curriculum that helps young people develop an ethical view of the world. This enables them to take social responsibility, understand environmental issues and prepare them for the green jobs of the future.

Our equality, diversity, inclusion and belonging principles are that we:

- are respectful and considerate
- celebrate differences and promote positive attitudes to belonging
- include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society
- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our [People and Planet page](#).

2.4 Aims and learning outcomes

Our Level 3 Award in Oracy will encourage students to:

- develop key knowledge, understanding and skills, relevant to the subject
- think creatively, innovatively, analytically, logically and critically
- communicate effectively and confidently, developing valuable spoken communication skills that are important in all aspects of work, further study and life through discussion and presentation
- listen actively and reflectively, responding in a reasoned and constructive way
- develop transferable learning and skills, such as confidence and self-expression, critical thinking and reasoning, structuring and organising ideas, using language effectively, managing emotions and conflict, presenting and research skills. These skills can be applied to work situations and are important for progression to HE where strong Oracy skills are essential for effective participation in academic settings.

2.5 What are the key features of this specification?

The key features of our Level 3 Award in Oracy for you and your students are:

- a simple and intuitive assessment model, that has:
 - one applied and practical NEA unit
- a specification developed with teachers specifically for teachers. The specification lays out the subject content, assessment criteria, teacher guidance and delivery requirements clearly
- a flexible support package made based on teachers' needs. The support package will help teachers to easily understand the qualification and how it is assessed
- our Subject Advisor who directly supports teachers
- a specification designed to:
 - complement A Levels and/or other Level 3 qualifications in a Post-16 study programme
 - develop wider transferable skills, knowledge and understanding desired by HEIs. More detail about the transferable skills this qualification may develop is in [Section 6.2](#)

The Cambridge OCR Level 3 Award in Oracy is regulated by Ofqual, the Regulator for qualifications offered in England.

The qualification number is:

- 610/6705/2

2.6 Acknowledgements

We would like to acknowledge the following organisation for their input and support in the development of this qualification:
Myton School
Long Road Sixth Form College
Hampton School

3 Qualification overview

3.1 Cambridge OCR Level 3 Award in Oracy overview

Qualification number	610/6705/2
First entry date	01 September 2026
Guided learning hours (GLH)	30
Total qualification time (TQT)	46 hours
Entry code	H055
Approved age range	16-18, 18+, 19+
Offered in	England only
Performance table information	This is a Level 3 regulated non-performance table qualification.
Eligibility for funding	Funding approval TBC.
UCAS points	TBC
This qualification is suitable for students who:	• are aged 16 and over in full and part time education • want to develop verbal communication skills • are studying to prepare for higher education, employment or apprenticeships • want to become effective citizens with strong verbal communication skills • are already in employment and want to develop applied knowledge and verbal communication skills for career development.
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification.
Qualification requirements	Students must complete one NEA unit
Registering students and making entries	You must: • register each student for the subject at the start of the course. You will need to do this before you can make unit entries. The registration code is A025. • make NEA unit entries for the relevant assessment series. • make qualification certification entries in the final series at the end of the course.
Assessment method/model	You will assess the NEA unit and we will moderate it.

NEA submission	There are two windows each year to submit NEA outcomes and request a moderation visit for this subject. You must register students for the subject and make unit entries before you can submit outcomes for a visit. All dates are on our Administration pages.
Resubmission of students' NEA work	If students have not performed at their best in the NEA assignment, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests. We use the term 'resubmission' when referring to student work that has previously been submitted for moderation. Following moderation, a student can attempt to improve their work for you to assess and provide the final mark to us. All work submitted (or resubmitted) must be based on the assignment that is live for assessment. For information about feedback see Section 7.3. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.
Grading	Information about grading is in Section 6 .

3.2 Purpose statement



Cambridge OCR Level 3 Award in Oracy

Qualification number: 610/6705/2

Overview

Who this qualification is for

The Cambridge OCR Level 3 Award in Oracy is for students aged 16 or above who want to develop verbal communication skills. This qualification will provide you with the skills, knowledge and understanding to prepare and progress onto higher education, employment or an apprenticeship. It will also help you to become an effective citizen with strong oral communication skills.

You might be interested in this qualification if you want a small qualification that builds verbal communication skills, to take alongside and enhance your A Levels or other Level 3 qualifications. You will have the opportunity to apply what you learn to real-life contexts, such as:

- Taking part in group discussions on both global and locally relevant themes.
- Creating and delivering a presentation.

This qualification will help you develop independence and confidence in using verbal communication skills that prepare you for work or further study. In addition, you will develop the following transferable skills, qualities and behaviours:

- **Active listening:** Individuals with strong oracy skills actively listen to others, understand their perspectives, and respond appropriately.
- **Confidence and self-expression:** Oracy fosters the ability to articulate thoughts confidently and express opinions respectfully.
- **Critical thinking and reasoning:** Oracy provides opportunities to develop critical thinking, analyse information, and build coherent arguments.
- **Structuring and organising ideas:** Oracy promotes the ability to organise thoughts, present information clearly, and build a logical flow of communication in a time-managed way.
- **Using language effectively:** Oracy emphasises the power of language to influence, persuade, and build relationships.
- **Managing emotions and conflict:** Oracy helps individuals navigate difficult situations, manage emotions, and resolve conflicts constructively.

This qualification will complement other learning that you are completing at Key Stage 5. If you are a full-time student, it will be part of your studies along with A Levels and/or other Level 3 qualifications.

What you will study when you take this qualification

Through a combination of theoretical study and hands-on experience, you will develop the following knowledge and skills:

- F219: Speaking with confidence through discussion and presentation

This unit is assessed through an assignment.

In this unit you will learn about participating in a group discussion and adopting active and reflective listening. You will also learn how to plan and structure a presentation as well as managing tone and developing your delivery skills.

Topics include:

- Topic Area 1 Participating in discussions
- Topic Area 2 Active and reflective listening
- Topic Area 3 Planning and structuring a presentation
- Topic Area 4 Managing tone and language in a presentation
- Topic Area 5 Presentation delivery skills and behaviours

The subjects that complement this qualification

This qualification complements all subjects that are used as part of a 16-19 study programme.

How the qualification helps progression

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed in this qualification will help you when you progress into either higher education or employment. Strong verbal skills, and the ability to communicate and present effectively are valuable in all aspects of life and work.

Why you should take the Cambridge OCR Level 3 Award in Oracy

You should take our Oracy qualification if you want a small Level 3 qualification that builds applied knowledge and skills in Oracy. This small sized qualification could be taken alongside A Levels and/or other Level 3 qualifications to enhance your learning, helping you to build broader knowledge and skills that are valued for employment and undergraduate study. It can also be taken as part of an organisation's professional development programme, supporting the upskilling of verbal communication skills.

More information

More information about this qualification is in these documents:

- Sample Assessment Material NEA
 - F219 Speaking with confidence through discussion and presentation
- Student Guide to NEA Assignments

4 About this qualification

4.1 Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) you will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully complete their qualification.

Our Cambridge OCR Level 3 Award in Oracy is 30 GLH and 46 TQT.

4.2 Availability and language

Our Level 3 Award in Oracy is available in England only. It is **not** available in Wales or Northern Ireland.

The qualification and its assessment materials are available in English only. We will only assess responses provided in English.

4.3 Prior knowledge and experience

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. It includes knowledge and skills gained in school, college or outside of formal learning situations. These may include:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

In most cases RPL will not be appropriate for directly evidencing the requirements of the NEA assignment for the Cambridge OCR Level 3 Award in Oracy qualification. However, if you feel that your student could use RPL to support their evidence, you must follow the guidance provided in our [RPL Policy](#).

5 Unit

5.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks and meet assessment criteria.

5.1.1 NEA unit F219

The NEA unit contains a number of topic areas.

For each topic area, we list **teaching content** that must be taught and give **exemplification**. The exemplification shows the teaching expected to equip students to successfully complete their assignment.

5.1.2 Command words

[Appendix A](#) gives information about the command words that will be used in the assessment.

5.1.3 Performance objectives (POs):

The Level 3 Award in Oracy has three Performance Objectives.

PO1	Demonstrate active listening and responding
PO2	Articulate information and justify opinions
PO3	Engage, evaluate, and deliver effectively

The weightings of the Performance Objectives in this qualification are:

Performance objective	Overall weighting
PO1	25%
PO2	37.5%
PO3	37.5%
Overall weighting of assessments	100%

5.2 Non examined unit

Unit F219 Speaking with confidence through discussion and presentation

Unit Aim

In today's competitive job market, being able to communicate effectively is crucial. Knowing how to deliver a presentation or speak up confidently in a discussion are skills that are highly valued by employers and higher education providers. Being aware of these skills and how to master them is an essential tool for any career.

In this unit, you will learn how to participate effectively in discussions, understand the dynamics of conversation and use techniques to contribute meaningfully. You will also learn how to build and present arguments and how to use active and reflective listening techniques, so you can respond constructively to peer contributions. You will learn how to plan, structure, and deliver engaging presentations confidently, adapting your language and tone for a general audience.

Unit F219 Speaking with confidence through discussion and presentation	
Topic Area 1: Participating in discussions	
Teaching content	Exemplification
1.1 Active participation and effective contribution	
1.1.1 Dynamics of discussions □ Awareness of purpose and context of talk □ Conversation flow □ Collaborative talk □ Strategies to keep the conversation going and encourage others □ Strategies for staying focused during extended talk	To include: □ Adapting contributions to reflect aims and context of the discussion □ Conversational turn-taking and time management □ Elaborating on a point □ Linking ideas Examples of strategies to keep the conversation going may include: □ Asking questions □ Building on ideas □ Filling gaps in conversation □ Inviting quieter speakers to share Examples of strategies for staying focused during extended talk may include: □ Moving away from digressions □ Referring back to the task or question □ Summarising progress so far Does not include: □ Formal debating rules or competitive debate formats

1.1.2 Techniques for contributing to discussions	
☐ Appropriate vocabulary to suit audience and context ☐ Clear communication ☐ Providing relevant examples ☐ Staying on topic	To include: ☐ Adapting talk to different audiences and context ☐ Features of clear communication to maintain listener engagement: • Articulation • Pace • Tone ☐ Techniques for staying on topic and avoiding repetition: • Avoiding irrelevant information • Awareness of when ideas and examples add value • Noticing when the conversation moves off-topic and bringing it back Does not include: ☐ Formal presentation or speech-making techniques
1.2 Building and presenting arguments	
1.2.1 Building arguments and counterarguments: ☐ Argument structure ☐ Supporting evidence: • Selection of appropriate examples to support points ☐ Opposing viewpoints: • Recognition • Summary ○ Weighing up different ideas ☐ Using persuasive techniques	To include: ☐ Components of arguments: • Opening statements • Main points • Conclusions ☐ How arguments can be used to support an opinion ☐ Logical sequencing of ideas in spoken argument ☐ Verbal signposts for argument structure and clarity in discussions Examples of verbal signposts for argument structure and clarity may include: ☐ “Firstly,” ☐ “Secondly,” ☐ “In addition to...” ☐ “On top of...” ☐ “Alternatively...” ☐ “Another way of looking at the issue is...” Examples of appropriate examples may include: ☐ Facts and data ☐ Personal experience ☐ References to supporting evidence ☐ Stories about individuals

	Examples of persuasive techniques may include: ☐ Emotive language ☐ Inclusive language such as 'we', 'us' and 'our' ☐ Humour ☐ Repetition ☐ Rhetorical questions
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Topic Area 2: Active and reflective listening	
Teaching content	Exemplification
2.1 Listening techniques	
2.1.1 Active listening techniques	
☐ Clarifying ☐ Physical cues: • Attentive body language ☐ Verbal cues: • Demonstrating understanding and engagement	To include: ☐ Reducing distractions to maintain focus ☐ The importance of recognising verbal cues Examples of clarifying may include: ☐ Closed questions ☐ Displaying attentive body language ☐ Open questions ☐ Prompts for elaboration Examples of attentive body language may include: ☐ Eye contact ☐ Nodding ☐ Posture Examples of verbal cues may include: ☐ "Go on" ☐ "I understand" ☐ "I see" ☐ "That's interesting" Does not include: ☐ Note-taking as a method of listening. ☐ Formal questioning techniques used in interviews or debates
2.1.2 Reflective listening techniques	
☐ Paraphrasing ☐ Recognising if you are confused when listening ☐ Showing empathy ☐ Supportive and validating language ☐ Respectful acknowledgement	To include: ☐ Confirmation of shared understanding ☐ Interpreting spoken tone and manner ☐ Paraphrasing other people's opinions Examples of supportive and validating language may include: ☐ "Clear example." ☐ "Good insight." ☐ "Interesting point." ☐ "Shall we talk about that a bit more?" ☐ "Strong case." ☐ "Thanks for sharing." ☐ "Well thought through."

2.2 Responding to others in discussion	
2.2.1 Responding to peer contributions □ Clarifying and constructive questioning strategies □ Managing agreement and disagreement sensitively and constructively □ Using techniques to shape a discussion: • Recognising ideas • Phrases for tracking ideas and extension	To include: □ Acknowledging prior contributions □ How constructive questioning strategies can prompt clarification and invite further thinking □ Identifying common ground in discussion □ Recognition of others' reasoning □ Recognition of logical gaps, generalisations, or unsupported claims □ Summarising, synthesising, or changing direction in group discussion Examples of phrases for tracking ideas and extension may include: □ Adding to your idea..." □ "Another angle is..." □ "Following on from that..." □ "Going back to what you said..." □ "Let's return to..." □ "That connects with..." □ "So, what we've got is..." □ "To summarise so far..." Does not include: □ Formal summarising or note-taking skills beyond the context of live discussion

Topic Area 3: Planning and structuring a presentation	
Teaching content	Exemplification
3.1 Understanding purpose and audience	
3.1.1 Identifying aims □ Different purposes of talks: • Explain • Inspire • Persuade	To include: □ Deciding on the aim of the presentation □ How the features of the presentation will vary according to its purpose □ The differences between talks with different purposes
3.1.2 Pitching to a general audience □ Different interests □ Diversity of audience □ Knowledge gaps □ Age range	To include: □ Consideration of audience needs □ How a presentation should be shaped to meet the needs of a general audience Does not include: □ How to teach in-depth, subject-specific content to different audience demographics
3.2 Researching content and structuring	
3.2.1 Using sources □ Use of credible sources □ Responsible use of sources □ Variety of sources	To include: □ Where to find credible sources □ Recognising signs of credible sources □ How to credit the work of others in a presentation Examples of sources may include: □ Articles

	☐ Blogs ☐ Books ☐ Videos ☐ Web pages Does not include: ☐ Making a bibliography ☐ Knowing the difference between primary and secondary sources
3.2.2 Organising and synthesising information ☐ Categorising ☐ Note-taking ☐ Paraphrasing ☐ Summarising	To include: ☐ Different ways of organising ideas in writing: • Bullet lists • Cue cards • Mind maps • Planning outlines
3.2.3 Structuring information ☐ Introduction: • Stating aims and purpose • Hooking the audience • Establishing style and level of formality ☐ Main body: • Main points • Supporting examples ☐ Conclusion: • Summarise main points • Reinforce the message or aim ☐ Using cohesive devices to link the sections: • Introduction signposts • Ordering signposts • Clarifying signposts • Concluding signposts	To include: ☐ Different ways of structuring a presentation linked to audience and purpose: • Engaging introductions suited to the style of the talk • Memorable and effective conclusions • Using transitions to link the sections • Time management Examples of introduction signposts may include: ☐ 'Let me begin by introducing the topic' ☐ 'Today I am going to talk about...' Examples of ordering signposts may include: ☐ 'Firstly...' ☐ 'Moving on...' Examples of clarifying signposts may include: ☐ 'This is important because...' ☐ 'What this means is...' Examples of concluding signposts may include: ☐ 'In conclusion...' ☐ 'To sum up...'

3.2.4 Selecting an appropriate visual aid □ Use of visual aids □ Best practice in integrating slides: • Avoiding reading aloud from slides • Facing the audience • Well-organised slide content • Using gestures □ Best practice in using objects or artefacts: • Choosing appropriate objects or artefacts to support the aims and content • Explaining the relevance of the object or artefact	Examples of visual aids may include: □ Slides: • Data charts • Diagrams • Graphs • Images • Key point • Quotes • Video clips □ Objects: • A mechanical part • A fossil • A tool • Photographs □ Artefacts: • A musical instrument • A painting • A sculpture • An antique clock • An item of clothing or costume
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Topic Area 4: Managing tone and language in a presentation	
Teaching content	Exemplification
4.1 Adopting a suitable tone for an audience	
4.1.1 Matching tone to audience and context □ Adapting tone and manner □ Considering level of detail □ Considering use of humour and audience interaction □ Delivery style □ Enhancing the audience experience	To include: □ Importance of context in determining appropriate tone □ Key features of formal language: • Objective tone • Use of full sentences and vocabulary □ Key features of informal language: • First-person perspective • Personal tone • Use of slang or idioms □ When to shift the delivery style between formal and informal □ Whether use of humour is desirable and appropriate for your topic and context □ Whether use of questions is desirable and appropriate
4.1.2 Emphasising key points and arguments: □ Emphasis □ Intonation □ Pause □ Pace □ Volume	To include: □ Different vocal delivery techniques: □ Emphasis of key words and phrases for effect □ Varying intonation to highlight contrast, signal importance or to indicate attitude □ Projecting voice clearly □ Using pauses to engage □ Adapting pace with intention □ Adapting volume with intention

4.2 Clarity and precision in language	
4.2.1 Breaking down complex ideas: □ Anticipating misunderstanding □ Checking understanding of concepts □ Communicating clearly □ Strategies to break information down □ Using analogies □ Using repetition and rhetorical questions	To include: □ Exemplifying with real-life examples Examples of checking understanding of concepts, may include: □ Asking direct questions □ Using hand signals such as thumbs up/down □ Watching for non-verbal clues
4.2.2 Using subject-specific terminology □ Identifying appropriate terminology □ Using terminology correctly □ Reinforcing terminology in visual aids □ Simplifying technical language for a general audience	To include: □ Using terminology to demonstrate expertise: • Defining key terms and explaining them clearly • Using terminology appropriate to purpose and audience • Reinforcing definitions where appropriate

Topic Area 5: Presentation delivery skills and behaviours	
Teaching content	Exemplification
5.1 Voice and body language	
5.1.1 Techniques for clear vocal articulation □ Breath control □ Enunciation □ Vocal exercises □ Warm up exercises	To include: □ Control and management of voice □ Practising clear articulation □ Objective tone Examples of vocal exercises may include: □ Humming building up volume □ Inhaling from the diaphragm and holding the breath □ Making exaggerated vowel and consonant sounds □ Studying moments in speeches where natural breathing points are indicated to reflect pausing. Examples of warm up exercises may include: □ Deliberately slow and exaggerated pronunciation □ Tongue twisters □ Vocal exercises to stretch the mouth and relax the face and jaw
5.1.2 Using non-verbal communication □ Building rapport □ Scanning the room □ Use of visual aids	To include: □ Building and sustaining rapport: • Effective handling of visual aids • Eye contact • Gesture • Posture

5.2 Managing nerves	
5.2.1 Techniques for building confidence and reducing anxiety ☐ Breathing exercises ☐ Grounding exercises during the presentation ☐ Pre-presentation relaxation exercises ☐ Rehearsing for a presentation	Examples of breathing exercises may include: ☐ Deep breathing, inhaling through the nose and exhaling through the mouth Examples of grounding exercises during the presentation may include: ☐ Pausing to collect thoughts ☐ Using a 'power pose' by standing tall with the feet shoulder width apart Examples of pre-presentation relaxation exercises may include: ☐ Tensing and relaxing muscles such as fist and jaw clenching and releasing ☐ Using positive thoughts
5.3 Taking questions	
5.3.1 Preparing for questions ☐ Anticipating questions ☐ Preparing responses ☐ Handling questions ☐ Being reflective	To include: ☐ Predicting likely questions based on the topic: • Thinking of possible questions and preparing short answers for them ☐ Handling questions: • Deciding when to take questions • Acknowledging questions with a clear answer • Waiting for 3 seconds before answering ☐ Managing challenging questions: • Exploring effective ways of saying you do not know the answer, such as "I hadn't considered that: thank you for raising it."
5.4 Self-reflection	
5.4.1 Evaluating own performance ☐ Evaluating content and structure ☐ Evaluating delivery skills ☐ Evaluating use of visual aids ☐ Evaluating handling of questions ☐ Points for future development	To include: ☐ How well the presentation met its aims and purpose ☐ How well-prepared you felt ☐ How well you managed nerves ☐ How well focus on the topic was maintained ☐ How well time was managed ☐ How well vocal skills and non-verbal communication were used to maintain audience engagement ☐ How clear and relevant visual aids were ☐ How effectively any slides were used without being directly read ☐ How effectively any props or objects were used to support the presentation ☐ How clearly and successfully questions were answered ☐ What could be better next time Does not include: ☐ Collecting feedback from the audience

Assessment criteria

The table below gives the assessment criteria for the tasks in the set assignment for this unit. The assessment criteria indicate what is required in these tasks.

This qualification has a compensatory approach. This means that the unit grade awarded is based on the **total** number of achieved criteria for the unit (see [Section 6.3](#)). Students do **not** have to achieve **all** criteria for a specific grade to achieve that unit grade (e.g. achieve all pass criteria to achieve a pass grade).

[Section 7.4](#) provides full information on how to assess the NEA unit and apply the assessment criteria. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see [Section 7.4.1](#)). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in [Appendix A](#).

Pass	Merit	Distinction
P1: Participate actively and politely throughout the discussion. (PO1)	M1: Demonstrate reflective listening techniques when responding to the opinions of others. (PO1)	D1: Use techniques to shape a discussion. (PO3)
P2: Demonstrate active listening techniques. (PO1)		
P3: Articulate relevant opinions supported with evidence or examples. (PO2)	M2: Use persuasive techniques to build appropriate arguments and/or counterarguments. (PO2)	
P4: Prepare relevant information for the presentation, using research. (PO2)		
P5: Structure the presentation into clear and cohesive sections. (PO2)		
P6: Deliver the presentation with an appropriate supporting visual aid. (PO3)	M3: Clarify complex information using the visual aid. (PO3)	
P7: Describe the main points of the topic using clear language. (PO2)	M4: Articulate complex ideas clearly and concisely for an audience. (PO2)	D2: Use a suitable delivery style for the context to make the material engaging for the audience. (PO3)
P8: Demonstrate effective non-verbal communication. (PO3)	M5: Respond to questions, giving clear and considered answers. (PO1)	D3: Evaluate your own performance and the effectiveness of the presentation. (PO3)

Assessment guidance

This assessment guidance gives you information relating to the assessment criteria.

Assessment Criteria	Assessment guidance
Task 1 General	- Students can select one of the topics given as an example or they can select their own topic related to one of the four categories given. - They must communicate their choice of topic to the teacher in advance of the discussion. - Students must come to the discussion with an opinion on the chosen topic, and have some arguments prepared. Preparation does not need to be completed under supervision, as this is not assessed. - Students do not have to have a different opinion to other students in the group. If all students in the group have the same or similar opinion, they can refer to opinions held by others outside of the group to give a counter opinion. - Conversations can move slightly out of the named topic if appropriate to the discussion and context. For example, a conversation about environment and climate could naturally lead into a point about the housing crisis. - Students must demonstrate awareness of the purpose and local council context of the discussion. - Students must participate in a live unscripted discussion. Minimal use of notes is allowed in the form of brief prompts. Students must not use written scripts or memorised responses; these could be self-penalising. - The teacher must state which topic has been chosen at the start of the recording. - Teachers may signal how much time is remaining for the discussion. - Teachers must complete a Teacher Observation Record for each student and refer to Section 7.3.4 of the Specification for full submission requirements.
P1	- Students must: - contribute throughout the discussion. - demonstrate collaborative turn-taking, accepting that there may be some natural overlaps in speech. - elaborate by using more than one-word answers. - use a strategy to keep the conversation going. - Where students disagree with an opinion, they must respond sensitively using respectful language.
P2	Students must demonstrate at least two of the active listening techniques set out in Topic Area 2.1.1 of the specification.
P3	Students must clearly state at least two opinions on the chosen topic with evidence or examples as set out in Topic Area 1.2.1 of the specification.

M1	- Students must listen to the opinion without interrupting. A brief accidental overlap in speech is permitted, but longer or intentional interruptions are not permitted. - Students must respond to at least one other person's argument or opinion. - Students must use at least two techniques and at least one form of acknowledgement from Topic Area 2.1.2 of the specification. - Students do not need to offer an alternative opinion to achieve this criterion.
M2	- Students must provide at least one argument and/or counterargument to support their position. The argument/counterargument must be relevant and on topic in the context of the conversation. - Students must evidence the use of at least one persuasive technique in their argument/counterargument from Topic Area 1.2.1 of the specification.
D1	- Students must use techniques to shape a discussion from Topic Area 2.2 of the specification - Where students challenge others' ideas, this must be done constructively
Task 2 General	- The presentation must be delivered to an audience. The audience should be a minimum of the teacher, the camera and any other audience members that the teacher chooses who are being assessed that day. - Students must deliver the presentation in the 10–12-minute time frame. - The presentation must be recorded by a teacher. - Students can refer to notes during the presentation, but they must not read directly from their notes. The notes must be used as an occasional prompt only. - Occasional lapses in performance are acceptable but in general the presentation should appear to be well-rehearsed and the candidate well-prepared. - Students must reference sources of facts given in the presentation. Further guidance is given in section 7.2.2
P4	- Students must use at least one research source for the presentation. For further details refer to Topic Area 3.2.1 of the specification. - Students' research must be relevant to their presentation topic. - The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary for students to access the criteria.
P5	- Students must structure the presentation into clear sections, including an introduction, main points, and conclusion. The information must be organised in a way that is easy for the listener to follow and understand. - This criterion will be assessed during delivery of the presentation. - Students must use at least two of the cohesive devices set out in Topic Area 3.2.3 of the specification

P6	- Students must select and use a visual aid. For example, slides, an object, or an artefact, that supports the presentation. - Students can choose the type of visual aid they use. Certain types of visual aids may be more suitable for certain types of subjects or topics. For example, a set of slides may be most appropriate for a presentation for business-related subjects, while a painting or a piece of pottery may be more suitable for a presentation on art. - Where students choose to submit a set of slides, there is a limit of 10 slides. - Students must interpret the visual aid giving details of how it relates to the content.
P7	Students must speak at an audible volume, use plain English and speak intelligibly.
P8	Students must use effective non-verbal communication techniques, including at least two of the ways of building and sustaining rapport in Topic Area 5.1.2 of the specification.
M3	- Students should use the visual aid from P6 to add engagement to the presentation and help the audience to understand complex ideas. - The criterion assesses how effectively the visual aid is used, not the content of the visual aid itself.
M4	Students must communicate complex ideas clearly and concisely, showing awareness of the audience. Subject specific language should be explained for a general audience. This includes using techniques set out in Topic Area 4.2 of the specification.
M5	Students must respond to at least two questions from the teacher at the end of the presentation. Students must respond clearly and must give relevant answers that build on the content of their presentation and allow them to demonstrate expertise in the topic. It is acceptable for students to ask for a question to be rephrased or elaborated on.
D2	- Students must use an appropriate delivery style for the context of the presentation. - Students must adapt material from their subject or extra-curricular activity to make it engaging for a general audience. This includes presenting material in a way that is easy to understand and interesting for the person listening. - Students must use techniques for creating engaging introductions and memorable and effective conclusions in Topic Area 3.2.3 of the specification to engage the audience.
D3	- Students do not need to collect feedback from the audience on their presentation. - Students must include at least four of the reflection points listed in the exemplification column of Topic Area 5.4.1 of the specification. - Students must complete a written evaluation of 500 words or an oral reflection of about 2-3 minutes in duration. - Students must complete the reflection under supervised conditions.

6 Assessment and grading

6.1 Overview of the assessment

Entry code	H055
Qualification title	Cambridge OCR Level 3 Award in Oracy
GLH	30*
Reference	610/6705/2
Total units	One mandatory unit: F219

*the GLH includes assessment time for the unit

Unit F219: Speaking with confidence through discussion and presentation
30 GLH Centre-assessed and moderated by us Students must complete our set assignment. This has two practical tasks. It should take 2.5 hours of supervised time to complete the tasks, plus 5 hours unsupervised time.

The set assignment is on our secure website, [Teach Cambridge](#). The NEA assignment will be live for the life of the qualification. We will keep this under review and inform you if there is a need to change the set assignment.

6.2 Transferable skills

This qualification gives students the opportunity to gain broad, transferable skills and experiences that they can apply in future study, employment and life.

Higher Education Institutions (HEIs) have told us that developing some of these skills helps students to transition into higher education.

These skills include:

- Confidence and self-expression
- Critical thinking and reasoning
- Structuring and organising ideas
- Using language effectively
- Managing emotions and conflict
- Presentation skills
- Research skills

6.3 Grading and awarding grades

You will assess the unit and we will moderate it.

The unit has specified pass, merit and distinction assessment criteria. The assessment criteria are provided with the unit content in [Section 5.2](#) of this specification. You must judge whether students have met the criteria or not.

A grade can be awarded at pass, merit or distinction. The number of assessment criteria needed to achieve each grade has been built into the assignment. These are referred to as grade thresholds. The table below shows the grade thresholds for each grade outcome for the assessment in this qualification. The grade awarded is based on the **total** number of achieved criteria. The total number of achieved criteria can come from achievement of any of the criteria (pass, merit or distinction). This is **not** a 'hurdles-based' approach, so students do **not** have to achieve **all** criteria for a specific grade to achieve that grade (e.g. all pass criteria to achieve a pass).

The number of assessment criteria achieved will be classed as the mark. You will assess students' work and identify the number of criteria (marks) achieved. Our moderators will moderate samples of work from your centre. This moderation process may result in the number of assessment criteria (marks) achieved being changed.

To make sure we can keep outcomes fair and comparable over time, we will review the performance of the qualification through its lifetime. The review process might lead to changes in these grade thresholds if any unexpected outcomes or significant changes are identified.

Unit size (GLH)	30
Number of pass criteria	8
Number of merit criteria	5
Number of distinction criteria	3
Total number of criteria needed for a unit pass	6
Total number of criteria needed for a unit merit	10
Total number of criteria needed for a unit distinction	14
Total number of criteria available for the unit	16

If a student doesn't achieve enough criteria to achieve a pass, we will issue an unclassified result.

Qualification

The qualification grades are:

- Distinction (D)
- Merit (M)
- Pass (P)
- Unclassified (U)

6.4 Performance descriptors

Performance descriptors indicate likely levels of attainment by representative students performing at the pass, merit and distinction grade boundaries at Level 3.

The descriptors must be interpreted in relation to the content in the unit. They are not designed to define that content. The grade achieved will depend on how far the student has met the assessment criteria overall. Shortcomings in some parts of the assessment might be balanced by better performance in others.

Level 3 Pass

At pass, students show adequate knowledge and understanding of the basic elements of much of the content being assessed. They can develop and apply their knowledge and understanding to some basic and familiar contexts, situations and problems.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are often limited.

Many of the most fundamental skills and processes relevant to the subject are executed effectively but lack refinement, producing functional outcomes. Demonstration and application of more advanced skills and processes might be attempted but not always executed successfully.

Level 3 Merit

At merit, students show good knowledge and understanding of many elements of the content being assessed. They can sometimes develop and apply their understanding to different contexts, situations and problems, including some which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are likely to be mixed, with some good examples at times and others which are less accomplished.

Skills and processes relevant to the subject, including more advanced ones, are developed in terms of range and quality. They generally lead to outcomes which are of good quality, as well as being functional.

Level 3 Distinction

At distinction, students show thorough knowledge and understanding of most elements of the content being assessed. They can consistently develop and apply their understanding to different contexts, situations and problems, including those which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are successful in most cases.

Most skills and processes relevant to the subject, including more advanced ones, are well developed and consistently executed, leading to high quality outcomes.

7 Non examined assessment (NEA)

This section gives guidance on completing the unit. Students build a portfolio of evidence to meet the assessment criteria for the unit.

Assessment for this qualification **must** adhere to JCQ's [Instructions for conducting non-examination assessments \(Vocational and Technical Qualifications\)](#).

Do **not** use JCQ's Instructions for Conducting non-examination assessments (GCE and GCSE Specifications) – these are only relevant to GCE and GCSE specifications.

The NEA unit is centre-assessed and externally moderated by us.

You **must** read and understand all the rules and guidance in this section **before** your students start the set assignment.

If you have any questions, please contact us for help and support.

7.1 Preparing for NEA unit delivery and assessment

7.1.1 Centre and teacher/assessor responsibilities

We assume the teacher is the assessor for the NEA unit.

Before you apply to us for [approval](#) to offer this qualification you must be confident your centre can fulfil all the responsibilities described below. Once you're approved, you can offer any of our general qualifications, Cambridge Nationals, Cambridge Advanced Nationals, or Enrichment Qualifications **without** having to seek approval for individual qualifications.

Here's a summary of the responsibilities that your centre and teachers must be able to fulfil. It is the responsibility of the head of centre¹ to make sure our requirements are met. The head of centre must ensure that:

- there are enough trained or qualified people to teach and assess the expected number of students you have in your cohorts.
- teaching staff have the relevant level of subject knowledge and skills to deliver and assess this qualification.
- teaching staff will fully cover the knowledge, understanding and skills requirements in teaching and learning activities.
- all necessary resources are available for teaching staff and students during teaching and assessment activities. This gives students every opportunity to meet the requirements of the qualification and reach the highest grade possible.
- there is a system of internal standardisation in place so that all assessment decisions for centre-assessed assignments are consistent, fair, valid and reliable (see [Section 7.4.2](#))
- there is enough time for effective teaching and learning, assessment and internal standardisation.
- robust processes are in place to make sure that students' work is individual and confirmed as authentic (see [Section 7.2.1](#)).

¹ This is the most senior officer in the organisation, directly responsible for the delivery of Cambridge OCR qualifications. For example, the headteacher or principal of a school/college. The head of centre accepts full responsibility for the correct administration and conduct of Cambridge OCR exams.

- our live set assignment is **not** used for practice. Sample assessment material for the NEA unit is available on our [website](#). This sample assessment material can be used for practice purposes.
- students understand what they need to do to achieve the criteria.
- students understand what it means when we say work must be authentic and individual and they (and you) follow our requirements to make sure their work is their own.
- students know they must not reference another individual's personal details in any evidence produced for summative assessment, in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). It is the student's responsibility to make sure evidence that includes another individual's personal details is anonymised.
- outcomes submitted to us are correct and are accurately recorded and adhere to the published deadlines.
- assessment of set assignments adheres to the JCQ [Instructions for conducting non-examination assessments \(Vocational and Technical Qualifications\)](#) and JCQ [AI Use in Assessments: Protecting the Integrity of Qualifications](#).
- a declaration is made at the point you're submitting any work to us for assessment that confirms:
 - all assessment is conducted according to the specified regulations.
 - students' work is authentic.
 - marks have been transcribed accurately.

[Section 7.3.2](#) has more information about student and centre declarations.

(Failing to meet the assessment requirements might be considered as malpractice.)

- centre records and students' work are kept according to these requirements:
 - students' work **must** be kept until **after** the unit has been awarded and any review of results or appeals processed. We cannot consider any review if the work has not been kept.
 - internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification.
- all cases of suspected malpractice involving teachers or students are reported (see [Section 7.3.1](#)).

7.2 Requirements and guidance for delivering and marking the set assignment

The assignment is:

- set by us
- taken under supervised conditions (unless we specify otherwise in the assessment guidance)
- assessed by the teacher
- moderated by us.

You can find the set assignment on our secure website, [Teach Cambridge](#).

The set assignment gives an approximate time that it will take to complete all the tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each task or part task. Students can complete the tasks and produce the evidence across several sessions. Students' evidence (either hard copy or digital) must be kept securely by the teacher and access to assessment responses must be controlled. Students aren't permitted to access their work in between the assessment sessions.

We intend that the assessment brief will remain live for the life of the qualification. However, if any review of the assignment identifies the need for this to be withdrawn and replaced, we will give approximately 12 months' notice that we do not disadvantage any students who have already started working on it.

[Section 7.4.4](#) provides more information about resubmissions.

You must:

- download the set assignment from our secure website, [Teach Cambridge](#), and use the set assignment that is live for assessment for all summative assessment of students.
- have registered students for the subject and made unit entries before submitting NEA work for moderation.
- not share the set assignment with anyone from outside of your centre. It must only be shared with appropriate centre staff and students taking the assessment.

(More information about maintaining the integrity of assessment materials is in the JCQ document [General Regulations for Approved Centres General and Vocational qualifications](#).)

- make sure students know that they must not share assessment material or their own work with others, including posting or sharing on social media.

(More information is in the JCQ guidance [Information for candidates Using social media and examinations/assessments](#).)

The rest of this section is about how to manage the delivery and marking of the set assignment so that assessment is valid and reliable. Please note that failing to meet these requirements might be considered as malpractice.

Here is a summary of what you need to do.

You **must**:

- be familiar with the requirements set out in the JCQ document [Instructions for conducting non-examination assessments \(Vocational and Technical Qualifications\)](#).
- have covered the knowledge, understanding and skills with your students and be sure they are ready for assessment **before** you start the summative assessment. This may include students practising applying their learning and receiving feedback from teachers in preparing to take the assessment.
- give students the Student Guide before they start the assessment.
- familiarise yourself with the assessment guidance relating to the tasks. The assessment guidance for the unit is in [Section 5](#) after the assessment criteria grids and with the student tasks in the assignment.
- make sure students are clear about the tasks they must complete and the assessment criteria they are attempting to meet.
- give students a reasonable amount of time to complete the assignment and be fair and consistent to all students. The estimated time we think each task should take is stated in the set assignments. In that time students can work on the tasks under the specified conditions until the date that you collect the work for centre assessment.
- tell the students the resources they can use in the assignment before they start the assessment tasks.
- monitor students' progress to make sure work is capable of being assessed against the assessment criteria, on track for being completed in good time and is the student's own work:
 - NEA work must be completed in the centre under teacher supervision. Supervision is not invigilation. A supervised classroom does not require exam conditions in that classroom. We do not require the internet to be disabled in the supervised classroom. NEA assessments would typically be completed in normal curriculum time:
 - work must be completed in the supervised sessions with enough supervision and use of professional judgement to make sure that it can be authenticated as the student's own work. This means that any source (such as the internet) that may be used by the student when they complete their work must be used appropriately to support the students' own work. Students must not claim work sourced through the internet (or any other source) as their own (see [Section 7.2.2](#)). The supervising teacher should be the teacher who will authenticate the students' work, but we accept that this may not always be possible, for example, when cover is required. Where this is the case, teachers should take steps to ensure they can confidently authenticate candidates' work. ([See section 7.2.1](#) for more information on ways to authenticate work.) You must be familiar with the requirements of the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications before assessment starts.
 - there may be exceptions to the requirement for supervised conditions if there is work to complete to support the assignment tasks (e.g. research). The assignment and assessment guidance will specify if there are exceptions.

- Where students are allowed to complete work outside of supervised conditions (e.g. research that may be allowed between supervised sessions) you **must** make sure that they only bring notes relating to the work they are allowed to complete unsupervised into the supervised sessions (e.g. notes relating to the research they have done) and to make sure any work they have done is independent. They must not use unsupervised time as an opportunity to:
 - Create drafts of work for their tasks.
 - Gather information to use in other aspects of their tasks.
 - if you provide any material to prepare students for the set assignment, you must adhere to the rules on using referencing and on acceptable levels of guidance to students. This is in [Section 7.2](#) .
 - you must make sure students know to keep their work and passwords secure and know that they must not share completed work with other students, use any aspect of another student's work or share their passwords.
- complete the **Teacher Observation Record** in the assignment for tasks that state it is needed. This must be submitted with the students' evidence. You **must** follow the guidance given with the form when completing it. Electronic signatures may be used on the forms.
 - use the assessment criteria to assess students' work.
 - before submitting a final outcome to us, you can mark students' completed work and allow them to repeat any part of the assignment, reworking their original evidence. We call this a reattempt. Students must have completed the whole assignment before you mark their work. Any feedback you give to students on the marked work, must:
 - be factual: telling the student what you have observed, not what to do to improve their work.
 - be recorded.
 - be available to the moderator.

(See [Section 7.3](#) on Feedback and [Section 7.4.3](#) on reattempting work.)

You **must not**:

- create your own assignments for students to use for practice or live assessment.
- change any part of the set assignment (scenarios or tasks).
- mark students' work in stages, providing feedback at each stage. This would be iterative assessment which is not allowed.
- accept multiple reattempts of work where small changes have been made in response to feedback. Marking and feedback must not be an iterative process.
- allow teachers or students to add, amend or remove any work **after** submission for moderation.
- give detailed advice and suggestions to individuals or the whole class on how work may be improved to meet the assessment criteria. This includes giving access to student work as an exemplar.
- practise the live set assignment tasks with the students. We provide Sample Assignments for you to use for practice purposes.

7.2.1 Ways to authenticate work

All NEA work must be completed under teacher supervision (unless the assessment guidance for a specific task or sub-task advises otherwise). In addition, you must complete enough checks to be confident that the work you mark is the student's own and was produced independently.

You should discuss work in progress with students, including asking them questions such as what they are planning/doing and why. This will make sure that work is being completed in a planned and timely way and will give you opportunities to check the authenticity of the work. This is not an opportunity to offer additional guidance to students.

You **must**:

- have read and understood the JCQ documents [Instructions for conducting non-examination assessments \(Vocational and Technical Qualifications\)](#) and [AI Use in Assessments: Protecting the Integrity of Qualifications](#).
- make sure students and other teachers understand what constitutes plagiarism and other forms of malpractice (e.g. collusion and copying).
- not accept plagiarised work as evidence.
- use questioning as appropriate to confirm authenticity.
- make sure students and teachers fill in authentication declarations (see [Section 7.3.2](#)).

7.2.2 Plagiarism

Students must use their own words when they produce final pieces of work to show they have genuinely applied their knowledge and understanding. When students use their own words, ideas and opinions, it reduces the possibility of their work being identified as plagiarised. Plagiarism is:

- the submission of someone else's work as your own
- failure to acknowledge a source correctly, including any use of written material, the internet or Artificial Intelligence (AI).

You might find the following JCQ documents helpful:

- [Plagiarism in Assessments](#)
- [AI Use in Assessments: Protecting the Integrity of Qualifications](#)

Due to increasing advancements in AI technology, we strongly recommend that you are familiar with the likely outputs from AI tools. This could include using AI tools to produce responses to some of the assignment tasks, so that you can identify typical formats and wording that these may produce. This may help you identify any cases of potential plagiarism from students using AI tools to generate responses.

Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by our moderators. You must **not** accept plagiarised work as evidence.

Plagiarism often happens innocently when students do not know that they must reference or acknowledge their sources or aren't sure how to do this. It's important to make sure your students understand:

- the meaning of plagiarism and what penalties may be applied.
- that they can refer to research, quotations or evidence produced by somebody else, but they must list and reference their sources and clearly mark quotations.

- quoting someone else's work, even when it's properly sourced and referenced, doesn't evidence understanding. The student must 'do' something with that information to show they understand it. For example, if a student has to build an argument for why more council funding should go towards environmental causes, just quoting a fact about climate change does not show that they understand what it means. The student must interpret the fact and, by relating it to their argument, say what they think it means. The work must clearly show how the student is using the material they have referenced to inform their thoughts, ideas or conclusions.

We have [The OCR Guide to Referencing](#) on our website. We have also produced a [poster](#) about referencing and plagiarism which may be useful to share with your students.

Teach your students how to reference and explain why it's important to do it. At Key Stage 5 they must:

- use quote marks to show the beginning and end of any copied written work, for example written quotations on a slide.
- list the html address for any text copied from a website and the date they downloaded information from the website.
- show the name of the AI source used and the date the content was generated for computer-generated content (such as an AI Chatbot).
- for other publications quoted in written format on slides or visual aids, list:
 - the name of the author.
 - the name of the resource/book/printed article.
 - the year in which it was published.
 - the page number.
- State the source of any facts, quotes or references given verbally in a presentation or discussion.

Teach your students to:

- always reference material copied from the internet or other sources. This also applies to infographics (graphical information providing data or knowledge).
- always identify information they have copied from teaching handouts and presentations for the unit, using quote marks and stating the text is from class handouts.

Identifying copied/plagiarised work

Inconsistencies throughout a student's work are often indicators of plagiarism. For example:

- different tones of voice, sentence structure and formality across pieces of work.
- use of American expressions, spellings and contexts (such as American laws and guidelines).
- dated expressions and references to past events as being current.
- sections of text in a document where the font or format is inconsistent with other sections.

What to do if you think a student has plagiarised

If you identify plagiarised work during assessment or internal standardisation, you must:

- consider the plagiarism when judging the number of assessment criteria achieved. (You must not award assessment criteria where the work is plagiarised.)

- record that there is plagiarism in the work on the unit recording sheet (URS) or your recording document, and that you have adjusted the number of assessment criteria achieved, where relevant, to take account of the plagiarism. You will also need to include this information on the Moderation Service if the student's work is requested as part of the moderation sample. This helps our moderators to understand why such criterion may look to be achieved but have not been awarded. (More information about recording documents is in [Section 7.5.2](#).)
 - if the work is requested as part of the moderation sample, it must be provided to our moderator with the other work requested.

If plagiarism is identified during ongoing monitoring of students' work, you can address this in your centre (for example, by instructing the student(s) involved to re-do the affected tasks).

If plagiarism is identified when the work has been submitted to you as final for marking, you must:

- report the student(s) for plagiarism in line with the JCQ document [Suspected Malpractice Policies and Procedures](#)
 - fill in the **JCQ form M1**.

In line with JCQ's policies and procedures on suspected malpractice, the penalties applied for plagiarism will usually result in the work not being allowed (disqualification) or the mark being significantly reduced.

7.3 Feedback

Feedback to students on work in progress towards summative assessment

You can discuss work in progress towards summative assessment with students to make sure it's being done in a planned and timely way. It also provides an opportunity to check the authenticity of the work. You must intervene if there's a health and safety risk (and reflect this in your assessment if the student's ability to operate safely and independently is part of the criteria).

Generic guidance to the whole class is also allowed. This could include reminding students to check they have provided evidence to cover all key aspects of the task. Individual students can be prompted to double check for gaps in evidence providing that specific gaps are not pointed out to them.

You can give general feedback and support if one or more students are struggling to get started on an aspect of the assignment or following a break between sessions working on the assignment. For example, if a student is seeking more guidance that suggests they are not able to apply knowledge, skills and understanding to complete their evidence, you can remind them that they had a lesson which covered the topic. The student would then need to review their own notes to find this information and apply it as needed.

If a student needs additional help to get started on an initial task that is critical to accessing the rest of the assessment, you can provide this help if you feel it is necessary, but you must not award the student with any assessment criteria directly associated with the part(s) of the task for which they received help. This **must** be recorded on the student's work and recording document (see [Section 7.5.2](#)). You will also need to include this information on the Moderation Service if the student's work is requested as part of the moderation sample. This helps our moderators to understand why such criterion may look to be achieved but have not been awarded. More information about how to record additional help given in these circumstances is in [Section 7.4.1](#).

With the exception of the specific feedback allowed to help students start a critical task, mentioned above, feedback must not provide specific advice and guidance that would be construed as coaching. This would compromise the student's ability to independently perform the task(s) they are doing and constitutes malpractice. Our moderators use a number of measures to assure themselves the work is the student's own.

Assessing completed work

When students have completed their work on an assignment, you must assess it and give feedback to them on the completed work they submitted to you for assessment. ([Section 7.4.1](#) has more information about how to assess NEA work.) Assessment should not be an iterative process. This means you must not assess work and give feedback on it in stages. You must only assess the work when the assignment is complete.

Feedback **must**:

- be supportive, encouraging and positive.
- tell the student what has been noticed, not what you think (for example, if you have observed the student completing a task, you can describe what happened, what was produced and what was demonstrated).

Feedback **can**:

- identify what task and part of the task could be improved but not say how to improve it. You could remind students that they had a lesson on a specific topic and that they could review their notes, but you must not tell them how they could apply the teaching to improve their work.
- comment on what has been achieved, for example 'the evidence meets the P2 and M2 criteria'.
- identify that the student hasn't met a command word or assessment criteria requirement. For example, 'This is a description, not an evaluation'.
- use text from the specification, assignment or assessment criteria in general guidance to clarify what is needed in the work. For example, 'For P2 The methods identified **must** be suitable and practical for your research project'.

Feedback **must not**:

- point out specific gaps. For example, you must not prompt the student to include specific detail in their work, such as 'For P5 a suitable way to present the information would be a bar chart to illustrate one of your conclusions'.
- be so detailed that it leads students to the answer. For example, you must not give:
 - model answers.
 - step-by-step guidance on what to do to complete or improve work.
 - headings or prompts that include examples which give all or part of what students have to write about or produce.
- talk the student through how to achieve or complete the task.
- give detail on where to find information/evidence.

In other words, feedback must help the student to take the initiative in making changes. It must not direct or tell the student what to do to complete or improve their work in a way that means they do not need to think how to apply their learning. Students need to recall or apply their learning. You must not do the work for them.

Students can reattempt their work on an assignment after you have marked it and provided feedback. This **must** happen before the work is submitted to us for moderation. Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

[Sections 7.4.3](#) and [7.4.4](#) give more guidance for students who wish to reattempt or resubmit their work following feedback.

Informing students of their marks

When you have marked students' work, you must inform students of the marks (number of criteria) achieved. **Before** you submit marks to us, you must provide enough time for:

- students to appeal the marks.
- you to complete a review and make changes if needed.
- you to inform students of the outcome of the review.

The marks must be submitted to us **at least 10 working days** before your visit.

What improper assistance might look like

When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. The following are examples of what might indicate improper assistance by the teacher:

- prompts that instruct students to include specific detail in their work, such as, 'You need to reflect on whether the presentation met its aims. What was the aim? Did it achieve it?'
- headings or templates that include examples which give all or part of what students have to write about or produce, such as sources of support.

Our moderators will report suspected malpractice when they cannot see differences in content between students' work in the sample they are moderating. An exception is when students have only used and referenced technical facts and definitions. If our moderator is in any doubt, they will report suspected malpractice. The decision to investigate or not is made by us, not the moderator.

7.3.1 Reporting suspected malpractice

It is the responsibility of the head of centre to report all cases of suspected malpractice involving teachers or students.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for student suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the [JCQ website](#). The form must be completed as soon as possible and emailed to us at compliance@ocr.org.uk.

When we ask centres to gather evidence to assist in any malpractice investigation, heads of centres must act promptly and report the outcomes to us.

The JCQ document [Suspected Malpractice Policies and Procedures](#) has more information about reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed. You can also find out more on our [website](#).

7.3.2 Student and centre declarations

Both students and teachers must declare that the work is the student's own:

- **each student** must sign a declaration before submitting their work to their teacher. A **candidate authentication statement** can be used and is available to download from our [website](#). You must keep these statements in the centre until all reviews of results, malpractice and appeal issues have been resolved.
- **teachers** must declare the work submitted for centre assessment is the students' own work by completing a [centre authentication form \(CCS160\)](#) for each cohort of students for each unit. You must keep centre authentication forms in the centre until all post-results issues have been resolved.

7.3.3 Generating evidence

The set assignments will tell the students what they need to do to meet the assessment criteria for the unit. It is your responsibility to make sure that the methods of generating evidence for the assignment are:

- valid
- safe and manageable
- suitable to the needs of the student.

Valid

The evidence presented must be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a student's understanding of how the equal opportunities policy operates in an organisation. It would be more appropriate for the student to incorporate the policy in a report describing the different approaches to equal opportunities.

Safe and manageable

You must make sure that methods of generating evidence and approaches taken:

- are safe and manageable.
- do not put unnecessary demands on the student.
- are appropriate and in line with ethical standards and your centre's safeguarding responsibilities.

Suitable to the needs of the student

We are committed to ensuring that achievement of this qualification is free from unnecessary barriers.

Observation and questioning

The primary evidence for assessment is the work submitted by the student, however the following assessment methods might be suitable for you to use for some aspects of this qualification, where identified:

- **observation** of a student doing something
- **questioning** of the student or witness.

Observation

You and the student should plan observations together, but it is your responsibility to record the observation properly (for example observing a student undertaking a practical task). More information is in the Teacher Observation Records section.

Questioning

Questioning the student is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of the criteria.

Questioning is often used to:

- test a student's understanding of work which has been completed outside of the classroom (where this may be permitted)
- check if a student understands the work they have completed
- collect information on the type and purpose of the processes a student has gone through.

If questioning is used as evidence towards achievement of specific topic areas, it is important that you record enough information about what they asked and how the student replied, to allow the assessment decision to be moderated.

7.3.4 Teacher Observation Records

You must complete the **two** teacher observation record forms for each student. These relate to communication while participating in the discussion task and delivering the presentation (Tasks 1 and 2).

Teacher Observation Records must be individual to each student and suitably detailed to help moderators to determine if the assessment criteria have been met. You must follow the guidance provided in the 'guidance notes' section of the forms so that the evidence captured and submitted is appropriate. Both you and the student must sign and date the forms to show that you both agree on the contents. Electronic signatures are acceptable. The signed form must form part of the students' evidence and be submitted with work requested for moderation.

Where the guidance has not been followed, the reliability of the forms as evidence may be called into question. If doubt about the validity of the Teacher Observation Record forms exist, they cannot be used as assessment evidence and marks based on them cannot be awarded. Our moderators will be instructed to adjust centre marks accordingly.

7.3.5 Presentation of the final piece of work

Students must produce their evidence in the format specified in the tasks where specific formats are given. If a student's work is requested as part of the moderation sample, a digital version will need to be uploaded to our Submit for Assessment service. You should consider this before students produce their work for assessment.

More information about how to submit work to Submit for Assessment is on our [Administration](#) pages. This also includes information relating to the operating systems, browsers and devices that are supported by Submit for Assessment, as well as the file formats and sizes that are acceptable.

Any sourced material must be suitably acknowledged. Quotations must be clearly marked and a reference provided.

You will provide information to us relating to the criteria achieved by students on our Cambridge OCR Moderation Service. This is accessed through My Cambridge. More information is available on our [Administration](#) pages.

7.4 Assessing the NEA unit

The NEA unit is assessed by teachers and externally moderated by our moderators. Assessment of the set assignments must adhere to JCQ's [Instructions for conducting non-examination assessments \(Vocational and Technical Qualifications\)](#).

The centre is responsible for appointing someone to act as the internal assessor. This would usually be the teacher who has delivered the programme but could be another person from the centre. The assessment criteria must be used to assess the student's work. These specify the levels of skills, knowledge and understanding that the student needs to demonstrate.

7.4.1 Applying the assessment criteria

When students have completed the assignment, they must submit their work to you to be assessed.

You must assess the tasks using the assessment criteria and any additional assessment guidance provided. Each criterion states what the student needs to do to achieve that criterion (e.g. Demonstrate active listening techniques). The command word and assessment guidance provide additional detail about breadth and depth where it is needed.

You must judge whether each assessment criterion has been **successfully achieved** based on the evidence that a student has produced. For the criterion to be achieved, the evidence must show that all aspects have been met in sufficient detail.

When making a judgement about whether a criterion has been **successfully achieved**, you must consider:

- the requirements of the specific task that the student is completing
- the criterion wording, including the command word used and its definition
- any assessment guidance for the criterion
- the unit content that is being assessed.

Assessment should be positive, rewarding achievement rather than penalising failure or omissions.

The number of criteria needed for each unit grade (pass, merit or distinction) is provided in [Section 6.3](#).

The total number of criteria achieved is the mark.

You must be convinced, from the evidence presented, that students have worked independently to the required standard.

If you have given additional, more specific support or guidance to an individual student to get them started on a task, this **must** also be recorded on the student's work and/or your recording sheet. You will also need to include this information on the Moderation Service if the student's work is requested as part of the moderation sample. This ensures the information is available for our moderator to see. You may give this support because the student could not start a task or part of a task that was **critical to them accessing the rest of the task or assignment** (see [Section 7.3](#)). In this situation, the student should **not** be awarded the assessment criteria for the work for which they received help, and the number of criteria achieved must be adjusted appropriately. Recording this on the student's work/recording document (and the Moderation Service where this work is requested in the sample) will help our moderator to understand why the assessment criteria have not been awarded.

There should be clear evidence that work has been attempted, and some work produced. If a student does not submit any work for the unit, the student should be identified as being absent.

If a student completes any work at all for the unit, you must assess the work using the assessment criteria and award the appropriate number of criteria. This might be zero.

Your centre must internally standardise the assessment decisions for the cohort **before** you give feedback to students (see [Section 7.4.2](#)). When you are confident the internal assessment standardisation and appeals process is complete, you can submit work for moderation at the relevant time. You **must not** add, amend or remove any work after it has been submitted to us for final moderation. Work **must** be kept securely until the end of the review of results process.

7.4.2 Internal standardisation

It is important that all teachers are assessing work to common standards. Centres must make sure that internal standardisation of outcomes across teachers and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and our training meetings will provide a basis for your centre's own standardisation. In following years, this, and/or your own centre's archive material, can be used. We advise you to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After you have completed most of the assessment, a further meeting at which work is exchanged and discussed will help you make final adjustments.

If you are the only teacher in your centre assessing this qualification, we still advise you to make sure your assessment decisions are internally standardised by someone else in your centre. Alternatively, this could be a teacher that may be delivering in another local centre or as part of your Multi Academy Trust (MAT) if relevant. Ideally this person will have experience of this type of qualification, for example someone who:

- is delivering a similar qualification in another subject.
- has relevant subject knowledge.

You must keep evidence of internal standardisation in the centre for our moderators to see.

We have a [guide](#) to how internal standardisation can be approached on our website.

7.4.3 Reattempting work to improve the grade before submitting marks to us

As described in [Section 7.2](#), **before** submitting a final outcome to us for external moderation, you can allow students to repeat any element of the assignment and rework their original evidence. We refer to this as a reattempt. A reattempt allows the student to reflect on **internal** feedback, and to improve their evidence. A reattempt is **not** an iterative process where students make small modifications through ongoing feedback to eventually achieve the desired outcome.

Any feedback **must** be noted by you and a record of this kept in centre. We have provided a feedback form for this purpose, which can be found on [Teach Cambridge](#). We recommend that you use the feedback form we provide or create your own recording form.

To summarise, a reattempt is a process that is internal to the centre. This allows students to rework their evidence:

- after it has been marked by you as a complete assignment.
- before it is submitted to us as the final work.

A reattempt must be done before submission for external moderation. When a student submits the work to you as final for external moderation, they must not complete any further work on any aspect of it.

7.4.4 Resubmitting moderated work to us to improve the grade

We use the term 'resubmission' when referring to student evidence that has previously been submitted to us for moderation. Following moderation, if you and the student feel they have not performed at their best during the assessment, the student can, with your agreement, improve their evidence and resubmit it to you again for assessment and to us for external moderation. You must be sure it is in the student's best interests to resubmit the evidence for assessment.

All evidence for a resubmission must be completed under the required teacher supervised conditions and marked against the assessment criteria and assessment guidance. You must not over direct students on how to adapt/improve evidence to meet the requirements of the new assignment. You must adhere to all requirements relating to giving and recording feedback from [Section 7.3](#).

To summarise, a resubmission is the reworking and submitting of assignment evidence and marks to us, following previous external moderation by us.

7.5 Moderating NEA units

The purpose of external moderation is to make sure that the standard of assessment is the same for all centres and that internal standardisation has taken place.

Our [Administration](#) pages give full details about how to submit work for moderation.

This includes the deadline dates for entries and submission of marks. For moderation to happen, you must submit your marks **at least 10 working days** before your visit.

7.5.1 Submitting outcomes

When you have assessed the work, given students their marks and the opportunity to review them (see **Informing students of their marks** in [Section 7.3](#)), you must submit the total number of criteria achieved (marks) for each student using the Moderation Service. This is accessed via My Cambridge. The marks must be submitted to us **at least 10 working days** before your moderation visit. You must have made NEA unit entries before you can submit marks.

7.5.2 Sample requests

Once you have submitted your marks, we will tell you which work will be sampled as part of the moderation process. You must submit the sample work **and** the assessment criteria awarded, **at least three working days** before your visit. Failure to submit or late submission of samples will be classed as maladministration and may result in a malpractice investigation.

For students requested in the sample, you **must**:

- submit full details of each individual criterion achieved on the Moderation Service.
 - this must include providing any additional information related to criteria that look to be achieved but you have not awarded for specific reasons (e.g. because plagiarism was detected or because additional support was given to the student to get them started on a task).
- upload work to our Submit for Assessment service.

At the same time as you submit the above information for students in the sample, you must upload to Submit for Assessment the detail of each criterion achieved by every student in the cohort for which you have submitted outcomes. This information may be captured on unit recording sheets (URS) or another recording document.

Any recording document used must include the same information that is captured on the URS for each student:

- The qualification and unit name
- The candidate name(s) and number(s)
- The date
- The assessment criteria for the unit and whether each criterion has been achieved or not
- Any additional information related to criterion that may look to be achieved but you have not awarded for specific reasons (e.g. because plagiarism was detected or because additional support was given to the student to get them started on a task).

We have provided a unit recording sheet (URS) for this unit which you may use to help capture this information as you are assessing students' work. We have also provided a spreadsheet recording document for the unit, which you may prefer to use for your student cohort.

This can be downloaded from the qualification webpage or [Teach Cambridge](#). The URS is **not** a mandatory document. You may use the spreadsheet we provide or create your own recording document to capture the required information instead.

Students' work must be securely kept until after the unit has been awarded and any review of results and appeals windows are closed.

We need sample work to help us monitor standards. We might ask some centres to release work for this purpose. We will let you know as early as possible if we need this from you. We always appreciate your co-operation.

7.5.3 NEA outcomes

You will know the outcomes of moderation after your moderation visit. On results day, for each student, you will be sent the qualification grades.

8 Administration

This section gives an overview of the processes involved in administering this qualification. More information about the processes and deadlines involved at each stage is on our [Administration](#) pages.

8.1 Assessment availability

NEA assignments can be taken by students at any time.

There are two series (windows) each year to submit NEA outcomes. All dates relating to NEA moderation are on our [Administration](#) pages.

More information is in [Section 8.5.2](#).

Qualification certification is available in each series.

8.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit [our website](#).

8.3 Equality Act information relating to the Cambridge OCR Level 3 Award in Oracy

The Cambridge OCR Level 3 Award in Oracy requires assessment of a broad range of skills and, as such, prepares students for further study and higher-level courses.

The Level 3 Award in Oracy has been reviewed to check if any of the competences required present a potential barrier to disabled students. If this was the case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

8.4 Accessibility

There can be adjustments to standard assessment arrangements based on the individual needs of students. It is important that you identify as early as possible if students have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and that you choose a qualification or adjustment that allows them to demonstrate attainment.

If a student requires access arrangements that need approval from us, you must use [Access arrangements \(online\)](#) to gain approval. You must select the appropriate qualification type(s) when you apply. Approval for GCSE or GCE applications alone does not extend to other qualification types. You can select more than one qualification type when you make an application. For guidance or support please contact our [Special Requirements Team](#).

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ document [Access Arrangements and Reasonable Adjustments](#).

If you have students who need a post-exam adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document [A guide to the special consideration process](#).

If you think any aspect of this qualification unfairly restricts access and progression, please email Support@ocr.org.uk or call our Customer Support Centre on **01223 553998**.

8.5 Requirements for registering students and making unit entries

We provide information on key dates, timetables, moderation and how to submit marks on our [website](#).

Your centre must be registered with us as an approved centre before you register students and can-make entries. Centre approval should be in place well in advance of making your first entries. Details on how to register with us are on our [website](#).

8.5.1 Registering your students

At the start of the course, you need to register your students for the Cambridge OCR Level 3 Award in Oracy. The registration code for this subject is A025.

Full information about how to register students is on the [Administration](#) pages of our website.

8.5.2 Making unit entries

When students are ready for assessment, you must make unit entries for the relevant assessment series. Students submitting work must be entered for the unit entry code in the table below.

You need to register your students first, before you can make individual unit entries. Individual unit entries should be made for each series in which you intend to submit or resubmit the NEA unit.

Unit entry code	Component code	Assessment method	Unit title
F219	01	NEA	Speaking with confidence through discussion and presentation

Full information about how to make entries for the unit is on our [Administration](#) pages.

8.6 Making certification entries

You must enter students for qualification certification separately from registration and unit entries. You should make a **certification entry** in the final series, at the end of the student's course. If a certification entry is **not** made, no overall certificate can be issued. This is the qualification that students should be entered for:

- Cambridge OCR Level 3 Award in Oracy - certification code H055.

8.7 Qualification resits

Students can resit the assessment for the unit if it is in their best interests to do this. Resit opportunities must be fair to all students and **not** give some students an unfair advantage over other students. For example, the student must not have direct guidance and support from the teacher in producing further evidence for NEA units. When resitting an NEA unit, students must submit new, amended or enhanced work, as detailed in the JCQ [Instructions for conducting non-examination assessments \(Vocational and Technical Qualifications\)](#).

When you arrange resit opportunities, you must make sure that you do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion. Summative assessment series must not be used as a diagnostic tool and resits should only be planned if the student has taken full advantage of the first assessment opportunity and any formative assessment process.

8.8 Post-results services

A number of post-results services are available:

- Reviews of results - if you think there might be something wrong with a student's results, you may submit a review of marking or moderation.
- Missing and incomplete results - if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied you should use this service.
- Late certification - following the release of unit results, if you have not previously made a certification entry, you can make a late request, which is known as a **late certification**. This is a free service.

Please refer to the JCQ [Post-Results Services booklet](#) and our [Administration](#) pages for more guidance about post-results services.

A review of moderation can only be requested for the cohort. It cannot be requested for individual students.

Appendix A: Command Words

Non examined assessment (NEA)

The table shows the command words that will be used in the NEA assignments and/or assessment criteria.

Word(s)	Definitions
Articulate	Clearly express a thought or idea
Clarify	Explain and make an idea easier to understand
Demonstrate	Give evidence of understanding e.g. in a conversation
Deliver	Present information, e.g. findings of research
Describe	Give an account that includes the relevant characteristics, qualities or events
Evaluate	Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Respond	Reply showing thought and consideration to relevant point or question.
Structure	Organise information clearly and logically

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used (e.g. create, improve, plan)
- subject specific words drawn from the unit content.

Contact the team at:

☎ **01223 553998**

✉ **support@ocr.org.uk**

🌐 **ocr.org.uk**

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